

## USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

### MIDDLE / HIGH SCHOOL CASE STUDY DATA COLLECTION FORM

#### NEW HAMPSHIRE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

#### CASE STUDY DATA COLLECTION FORM INSTRUCTIONS

The data collection form is used to record evidence of effective programming including special education, supplementary aids and/or related services that have resulted in improved achievement. The case study process is a complete review of relevant student information, including IEP, consideration of Least Restrictive Environment (LRE), portfolio of work, discipline information and other relevant data. The case study team, made up of staff who work with this student, is asked to review each focus area (Access to the General Curriculum, Transition and Behavior Strategies and Discipline) by stating the evidence provided by the school. Case study teams will include both general and special educators, as well as related service providers. Teams may also include parents, students, LEAs, paraeducators, DCYF, outside agency representatives, and/or other relevant persons.

The person(s) providing the information shows pertinent evidence to the case study team members in response to each question. The case study team members note the evidence cited in the space provided on this data collection form. For example: evidence of the student's access to the general curriculum could be a copy of the student's schedule, direct classroom observation, progress reports, report cards, an IEP reference, the student's permanent record, discipline data or record of participation in afterschool activities.

**You are asked to provide each visiting team member with a copy of the completed Case Study Data Collection Form at the beginning of the case study presentation.**

Student's <b>First Name &amp; Last Initial:</b>	NHSEIS#:	Grade:	Age:	Date of Birth:
School:	Sending SAU:			
Educational Disability(ies):	Type of Program:			Date:
Person Providing Information:	Position:			
Person Providing Information:	Position:			
Person Providing Information:	Position:			
Person Providing Information:	Position:			
Person Providing Information:	Position:			
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Person Providing Information:	Position:
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## Student Profile

### ***Student Profile Instructions:***

*Please provide an overview of the student's educational background. Include information that will provide the case study audience with a snapshot of the student's educational disability(ies) as well as information on progress regarding academic achievement and previous placements.*

### ***IEP Progress Instructions:***

*In addition to the student profile, select one IEP goal and graphically display measurement of progress over a 3-year period.*

As we look at the focus areas of 1) Access to the General Curriculum, 2) Transition and 3) Behavior Strategies and Discipline, the following questions may help to gather data for considering the quality of services and programs.

## Section 1

ACCESS TO THE GENERAL CURRICULUM	EVIDENCE/DATA
<p>1. When developing the IEP, describe the process used to consider the student's strengths; the parents' concerns for enhancing their child's education; the results of the most recent evaluation; and the academic, developmental and functional needs of the child<sup>1</sup>.</p>	
<p>2. Describe the system of routine communication among <i>all</i> staff members (instructional and residential) who provide direct services for the student in the process of planning for that child, and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities<sup>2</sup>.</p>	
<p>3. What individual, classroom based, school wide and/or district measures have been used to:</p> <ul style="list-style-type: none"> <li>• Determine this student's present level of academic achievement and functional performance<sup>3</sup>?</li> <li>• Assess this student's progress toward IEP goals<sup>4</sup>?</li> </ul>	

<sup>1</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<sup>2</sup> Ed 1114.05(h) Program Requirements

<sup>3</sup> Ed 1109.01 (a)(1) Elements of an Individualized Program; 34 CFR 300.320 (a) Definition of IEP

<sup>4</sup> Ed. 1109.01 Elements of an Individualized Program; 34 CFR 300.320 (3)(i)(ii); Definition of IEP

<p>4. How many goals does the IEP have?</p> <p>How many of those goals are written in measurable terms<sup>5</sup> which must include:</p> <ul style="list-style-type: none"> <li>• Baseline</li> <li>• Duration of the goal</li> <li>• Target</li> <li>• Method of measurement</li> <li>• Conditions that must be present</li> </ul> <p>Please provide evidence.</p>	
<p>5. The student's IEP includes at least one functional goal (as applicable)<sup>6</sup>.</p>	
<p>6. IEP Goals:</p> <ul style="list-style-type: none"> <li>• Provide evidence of the student's progress toward measurable goals over the past three years<sup>7</sup>.</li> <li>• If the student did not progress, describe the changes that have been made<sup>8</sup>.</li> </ul>	

<sup>5</sup> Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>6</sup> Ed 1102.01(u) Definitions Functional Goal *Functional goal*" means a measurable outcome that is developed by the IEP team to address a need detailed in the analysis of the student's functional performance

<sup>7</sup> Ed 1109.01 Elements of an IEP

<sup>8</sup> Ed 1109.03 When an IEP Is in Effect; IEP Meetings; Development, Review, and Revision of an IEP; Transition Services; 34 CFR 300.324 Development, review, and revision of IEP

<p>7. Provide evidence and documentation that the special education, supplementary aids and/or related services described in the IEP have been delivered<sup>9</sup>.</p>	
<p>8. Provide evidence that NH Minimum Standards for required subjects (and credits) are provided to the student which includes the daily schedule record of attendance in class and progress in the required courses for the student's grade level<sup>10</sup>.</p>	
<p>9. Provide the student's daily schedule and highlight the activities and classes in which the student participates with non-disabled peers.</p>	
<p>10.</p> <ul style="list-style-type: none"> <li>• Describe how this student is actively participating and making progress in the general curriculum and how this involvement and program are measured<sup>11</sup>.</li> <li>• Please show examples of student work that connects to NH Curriculum Frameworks and Common Core State Standards (CCSS).</li> </ul>	

<sup>9</sup> Ed 1109.04 (b) Copies of the IEP and evidence of implementation

<sup>10</sup> Ed 1114.05 (g) Program Requirements 34 CFR 300.320 Content of IEP

<sup>11</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<p>11. What are the accommodations<sup>12</sup> and/or modifications<sup>13</sup>, as described in the IEP, which allow the student to access, participate and show progress in the general curriculum<sup>14</sup>? How are they monitored for effectiveness?</p>	
<p>12.</p> <ul style="list-style-type: none"> <li>• Describe this student's progress on state, district and school-wide assessments over the last three years<sup>15</sup>.</li> <li>• Describe any individual accommodations in the student's IEP that are necessary to measure academic achievement or functional performance in state or school-wide, or classroom assessments.<sup>16</sup></li> </ul>	
<p>13. Describe the supports and accommodations provided to this student to allow participation in extracurricular and other non-academic activities<sup>17</sup>.</p>	

<sup>12</sup> “Accommodation” means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.

<sup>13</sup> “Modification” means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.

<sup>14</sup> Ed 1113.08 Curricula; Ed. 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>15</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>16</sup> Ed 1109.01 Elements of an IEP; 34 CFR 300.320 (6)(i) Definition of Individualized Education Program

<sup>17</sup> Ed 1113.08 Curricula; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<p>14.</p> <ul style="list-style-type: none"> <li>a. Provide evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)<sup>18</sup>.</li> <li>b. During the course of the current IEP, what considerations have been made to improve/increase this student's participation and progress in the LRE (e.g., general/special education collaboration time, support staff, resources)?</li> </ul>	
<p>15. Is the student's IEP reasonably calculated to result in educational benefit?</p>	
<p><b>16. For high school students only:</b></p> <ul style="list-style-type: none"> <li>• Is the student earning credits toward a regular high school diploma in his/her classes<sup>19</sup>?</li> <li>• Is this student on target to graduate in four years?</li> <li>• How many credits has this student earned so far?</li> <li>• Will the student graduate with a regular high school diploma?</li> <li>• Who will award the diploma?</li> <li>• If not, describe the alternate plan and timeframe for this student.</li> <li>• Does this school have a clear policy for earning a high school diploma<sup>20</sup>?</li> </ul>	

<sup>18</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>19</sup> Ed 1113.13 Diplomas (a)(b)(c); 34 CFR 300.102 Limitation-Exception to FAPE for certain ages

<sup>20</sup> Ed 1114.05 Program Requirements (a)(b)

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER  
AT THE CASE STUDY COMPLIANCE REVIEW**

<b>ACCESS TO THE GENERAL CURRICULUM STATEMENTS</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. There is evidence that when developing the IEP the IEP Team considers: the strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child <sup>1</sup> .			
2. There is evidence of a system among <i>all</i> staff members who provide direct services for the child, including instructional and residential, of their participation in the process of planning for that child and knowing the contents of the IEP and all other reports and evaluations, as appropriate to their roles and responsibilities <sup>2</sup> .			
3. There is evidence that the Team uses multiple measures to design, implement and monitor the student's program <sup>3</sup> 4.			
4. All IEP goals are written in measurable terms <sup>5</sup> .			
5. Student's IEP has at least one functional goal (as applicable) <sup>6</sup> .			
6. There is evidence that the student has made progress in IEP Goals over the past three years <sup>7</sup> 8.			
7. There is evidence that the special education, supplementary aids and/or related services described in the IEP have been delivered <sup>9</sup> .			
8. There is evidence that NH Minimum Standards for required subjects (credits) are met and provided to the student <sup>10</sup> .			
9. There is evidence the student <u>has access to, is participating and progressing in</u> the general education curriculum (aligned with NH Curriculum Frameworks/CCSS) <sup>11</sup> .			
10. There is evidence that the accommodations <sup>12</sup> and/or modifications <sup>13</sup> , as described in the IEP allows the student to access, participate and show progress in the general curriculum <sup>14</sup> .			
11. There is evidence in the IEP of individual accommodations necessary to measure academic achievement or functional performance in state, school-wide or classroom assessments <sup>15, 16</sup> .			
12. There is evidence that supports and accommodations are provided to this student to allow participation in extracurricular and other non-academic activities <sup>17</sup> .			
13. There is evidence that the IEP team made the placement decision based on Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) <sup>18</sup> .			



14. There is evidence the student's IEP is reasonably calculated to result in educational benefit.			
<b><i>For High School Students:</i></b>			
Student is earning credits toward a regular high school diploma <sup>19</sup> .			
<i>IF YES:</i> within 4 years?			
Student will earn an IEP diploma or a certificate of completion <sup>19</sup> .			
<i>IF YES:</i> within 4 years?			
Does this school have a clear policy for earning a high school diploma <sup>20</sup> ?			

## Section 2

Transitional activities for younger students includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school as well as compliance with specific transition planning and services as described in state and federal rules and regulations.

TRANSITION <sup>21</sup>	EVIDENCE/DATA
<p><b><u>If the student is under age 16, answer questions 1-8 only.</u></b></p> <p><b><u>If the student is 16 or over, answer all questions.</u></b></p> <p>1. Describe the transition process of the student from the previous environment to the current placement. Were the IEP, evaluation summary and other related documents received in a timely manner<sup>22</sup>?</p>	
<p>2. Provide evidence and documentation that special education, supplementary aids and/or related services described in the IEP have been delivered at the time of transition<sup>23</sup>.</p>	
<p>3. What additional information, procedures, training and/or materials would have been helpful for you to have in advance to help you implement an effective transition for this student?</p>	
<p>4. Describe how the information on this student has been shared</p>	

<sup>21</sup> This includes movement from (a) Early Supports and Services (ESS) to preschool, b) preschool to elementary school, or (c) age 16 or older, as well as from grade to grade and school to school.

<sup>22</sup> 34 CFR 300.323(g) Transmittal of records

<sup>23</sup> Ed 1114.06 Responsibilities of Private Providers of Special Education or Other Non- LEA Programs in the Implementation of IEPs.

between each transition including school to school, grade to grade and teacher to teacher including academic and behavior <sup>24</sup> .	
<p>5.</p> <ul style="list-style-type: none"> <li>• What is the evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment<sup>25</sup>?</li> <li>• Are agencies outside of the school involved in transition planning/services or placement change? If so, which one(s)?</li> </ul>	
6. Describe the collaboration between the LEA and the non-public school in the development, review and revision of the IEP <sup>26</sup> .	
7. Describe the collaboration process between general and special education staff in the development, review and revision of IEPs and including transition planning for this student <sup>27</sup> .	

<sup>24</sup> Ed 1114.05 Program Requirements

<sup>25</sup> Ed 1111.02 Placement Decisions; 34 CFR 300.116 Placements

<sup>26</sup> Ed 1109.05 IEPs for Children Placed in Private Providers of Special Education or other non-LEA Programs by Public Agencies; 34 CFR 300.325 Private school placements by public agencies

<sup>27</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<p>8. Describe how the student and parents have been involved in transition discussions and activities<sup>28</sup>.</p>	
<p>9. <b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP team), does the IEP include a <b>statement of the transition service needs</b> of the student under the applicable components of the student's IEP that <b>focuses on the student's courses of study</b>, such as participation in advanced-placement courses or a vocational education? <sup>29</sup></p>	
<p>10. <b><u>If the student is age 16 (or younger if determined appropriate by the IEP team), or if the student turns 16 during the current IEP, answer questions 10-13 and the Transition Statements.</u></b></p> <p>Transition Planning:</p> <ul style="list-style-type: none"> <li>• Describe the transition planning for this student, including from grade to grade and school to school.</li> <li>• Explain how it is designed within a results-oriented process that is focused on improving the <b>academic and functional achievement</b> of this student to facilitate his or her movement from school to post-school goals and activities<sup>30</sup>.</li> </ul>	

<sup>28</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>29</sup> Ed 1109.01 (10) Elements of the individualized education program

<sup>30</sup> Ed 1109.01 (a)(10) Elements of an IEP; 34 CFR 300.320 Definition of an IEP (b); 34 CFR 300.43 Transition Services (a)(1)

<p>11. Outside Agencies:</p> <ul style="list-style-type: none"> <li>• Will this student need involvement from any outside agency in order to make a successful transition?</li> <li>• If yes, is there evidence that participating agency representatives have been invited to attend the IEP meeting with the prior consent of the parent or student who has reached the age of majority<sup>31</sup>?</li> </ul>	
<p>12. Beginning at age 17, does this student's IEP include a statement explaining the transfer of rights at age 18<sup>32</sup>?</p>	
<p>13. If the student is preparing to graduate this year, please provide the summary of the student's <b>academic achievement and functional performance</b>, which includes recommendations on how to assist the student in meeting his or her post-secondary goals<sup>33</sup>.</p>	

<sup>31</sup> Ed 1103.01 IEP Team; 34 CFR 300.321 IEP Team

<sup>32</sup> Ed 1120.01 Applicability; Transfer of Rights 34 CFR 300.320 (c) Transfer of Rights at age of majority

<sup>33</sup> Ed 1109.04 Copies of the IEP and Evidence of Implementation (c) 34 CFR 300.305 (e)(2)

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER  
AT THE CASE STUDY COMPLIANCE REVIEW**

<b>TRANSITION STATEMENTS</b>	<b>YES</b>	<b>NO</b>
1. There is evidence that at the time of transition the evaluation summary and other related documents were received in a timely manner <sup>22</sup> .		
2. There is evidence and documentation that special education, supplementary aids and/or related services described in the IEP were delivered at the time of transition <sup>23</sup> .		
3. There is evidence that the information on this student has been shared between each transition including school to school, grade to grade and teacher to teacher including academic and behavior <sup>24</sup> .		
4. There is evidence that the placement decision is made at least annually by the IEP team with consideration that the student is placed in the least restrictive environment <sup>25</sup> .		
5. There is evidence that there is collaboration between the LEA and the non-public school in the development, review and revision of the IEP <sup>26</sup> .		
6. There is evidence of a collaboration process between general and special education staff in the development, review and revision of IEPs, including transition planning for this student <sup>27</sup> .		
7. There is evidence that the student and parents have been involved in transition discussions and activities <sup>28</sup> .		
8. If the student turned 14 during the IEP period (or younger if determined by the IEP team), there is evidence that the IEP includes a statement of transition service needs that focuses on the students courses of study <sup>29</sup> .		
9. If the student turned 16 during the IEP period, there is evidence that the transition plan is designed within a results-oriented process focused on improving academic and functional improvement to facilitate his or her movement from school to post-school goals and activities <sup>30</sup> .		
10. There is evidence that outside agencies who are involved with this student's transition have participated in transition planning (e.g. DCYF, DJJS, and Area Agency) <sup>31</sup> .		

<b>TRANSITION STATEMENTS</b>	<b>YES</b>	<b>NO</b>
<b>(Transition questions must be answered Yes or No, not N/A)</b>		
<b>For a student who will turn age 14</b> during the IEP service period (or younger if determined appropriate by the IEP team): The IEP includes a <b>statement of the transition service needs</b> that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education program		

<b>For students under age 16, answer only the first 4 statements above. Then skip to the next page. If the student is age 16 or older during the course of the IEP, answer all statements on this page. (required data for federal statistics purposes)</b>		
1. Is there an appropriate measurable postsecondary goal or goals that covers education OR training AND employment, and, as needed, independent living?		
<i>Can the goal(s) be counted?  Will the goal(s) occur after the student graduates from school?  Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student?  • If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N.</i>		
2. Is (are) the postsecondary goal(s) updated annually?		
<i>Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP?  • If yes, then check Y OR If the postsecondary goal(s) was (were) not updated with the current IEP, check N.</i>		
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?		
<i>Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file?  • If yes, then check Y OR if no, then check N.</i>		
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?		
<i>Is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)?  • If yes, then check Y OR if no, then check N.</i>		
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?		
<i>Do the transition services include courses of study that align with the student's postsecondary goal(s)?  • If yes, then check Y OR if no, then check N.</i>		
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?		
<i>Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?  • If yes, then check Y OR if no, then check N.</i>		
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?		
8. <i>For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting?  • If yes, then check Y OR if no, then check N.</i>		

Only the following statement may be answered N/A if appropriate. <u>All statements above must be answered Yes or No.</u>	YES	NO	N/A
9. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			
<p>10. <i>For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</i></p> <p><i>Was consent obtained from the parent (or student, for a student the age of majority)?</i></p> <ul style="list-style-type: none"> <li><i>• If yes to both, then check Y.</i></li> <li><i>• If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then check N.</i></li> <li><i>• If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, check NA.</i></li> <li><i>• If parent or individual student consent (when appropriate) was not provided, check NA.</i></li> </ul>			
11. Student is informed prior to age 17 of his/her rights under IDEA <sup>32</sup> .			
<p>12. <b>Does the IEP meet the requirements of Indicator 13?</b> (Check one)</p> <p><b>Yes</b> (all Ys or NAs for each item (1 – 10) on the Checklist or <b>No</b> (one or more Ns checked)</p>			
13. There is evidence of the summary of the student's <b>academic achievement and functional performance</b> , which includes recommendations on how to assist the student in meeting his or her post-secondary goals <sup>33</sup> .			



### Section 3

BEHAVIOR STRATEGIES AND DISCIPLINE	EVIDENCE/DATA
<p>1. Provide evidence in the case of a child whose behavior impedes the student's learning or that of others, that the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented<sup>34</sup>.</p>	
<p>2. What data did the team use to determine how this student's behaviors have affected his/her ability to learn and his/her overall success in school?</p>	
<p>3.</p> <ul style="list-style-type: none"> <li>• Briefly summarize this student's disciplinary record: Please include suspensions, expulsions, time-outs, parent notifications, etc., and indicate the length of time this record reflects.</li> <li>• If a pattern of behavioral incidents exist, has the IEP team conducted a functional behavior assessment of the student's behavior<sup>35</sup>?</li> <li>• If a functional assessment has been conducted, has the IEP team developed a behavior intervention plan to address the behaviors? Provide evidence that the behavior intervention plan is being implemented and effective<sup>36</sup>.</li> </ul>	

<sup>34</sup> Ed 1114.07 Behavioral Interventions; Ed 1109.01 Elements of an IEP; 34 CFR 300.320 Content of IEP

<sup>35</sup> Ed 1124.01 (f)(1)(i)(ii) Disciplinary Procedures; 34 CFR 300.530 Authority of school personnel

<sup>36</sup> Ed 1102.01 Definitions (n)

<p>4.</p> <ul style="list-style-type: none"> <li>• What positive behavioral interventions, strategies and supports have been developed to address the student's behaviors<sup>37</sup>?</li> <li>• If this student has a behavior plan in place, does it describe these interventions, strategies and supports?</li> </ul>	
<p>5. Who has been involved in determining these behavioral interventions, strategies and supports?</p>	
<p>6. How have the interventions, strategies and supports been communicated to the student, parents and key school personnel<sup>38</sup>?</p>	
<p>7.</p> <ul style="list-style-type: none"> <li>• Who has been involved in implementing and monitoring these behavioral interventions, strategies and supports<sup>39</sup>?</li> <li>• What professional development has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies?</li> </ul>	

<sup>37</sup> Ed 1114.07 Behavioral Interventions

<sup>38</sup> Ed 1114.05 Program Requirements

<sup>39</sup> Ed 1114.10 Qualifications and Requirements for Instructional, Administrative, and Support Personnel

<p>8. Have aversive behavioral interventions<sup>40</sup> ever been applied with this student? If so, is it authorized in writing by a physician and the IEP team and included in the student's IEP<sup>41</sup>?</p>	
<p>9. Show the data that the team uses to demonstrate the results of the behavioral interventions, strategies and supports<sup>42</sup>.</p>	
<p>10.</p> <ul style="list-style-type: none"> <li>• Does a school-wide behavioral intervention model exist?</li> <li>• If so, how does it support and align with the behavioral interventions for this student?</li> </ul>	

<sup>40</sup> Ed 1113.06 (a)(b) Use of Aversive Behavioral Interventions “Aversive Behavioral Interventions” mean (1) A non-medical mechanical restraint that physically restricts student’s movement; and (2) physical restraint, not in response to a threat of imminent, serious, physical harm.

<sup>41</sup> Ed 1114.09 Use of Aversive Behavioral Interventions

<sup>42</sup> Ed 1114.07 (a) Behavioral Interventions

**THE CASE STUDY TEAM AND VISITING TEAM WILL COMPLETE THE SECTION BELOW TOGETHER  
AT THE CASE STUDY COMPLIANCE REVIEW**

<b>BEHAVIOR STRATEGIES AND DISCIPLINE STATEMENTS</b>	<b>YES</b>	<b>NO</b>
1. There is evidence that, where it has been determined that a child's behavior impedes learning, the use of positive behavioral interventions and supports, and other strategies to address that behavior have been implemented <sup>34</sup> .		
2. There is evidence that data are used to determine impact of student behavior on his/her learning.		
3. There is evidence that the IEP team conducted a functional behavior assessment of the student's behavior <sup>35</sup> .		
4. If appropriate, there is evidence that the IEP team developed a behavior intervention plan that described strategies and supports <sup>36</sup> .		
5. There is evidence that the interventions, strategies and supports have been developed to address the student's behavior <sup>37</sup> .		
6. There is evidence that positive interventions, strategies and supports been communicated to the student, parents and key school personnel <sup>38</sup> .		
7. There is evidence that professional development, and specialized training has been provided to staff, parents, providers and others as appropriate to support the implementation of the behavior plan and strategies <sup>39</sup> .		
8. If aversive behavioral interventions were used, there is evidence that they were authorized in writing by a physician, and the IEP team, and included in the student's IEP <sup>40, 41</sup> .		
9. There is evidence that that the team uses data to demonstrate the results of the behavioral interventions, strategies and supports <sup>42</sup> .		
10. A school-wide behavior intervention model exists.		

**Thank you for your time**